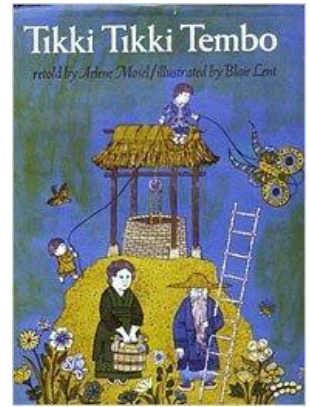


Tikki Tikki Tembo

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This is a story about a boy with a very long name. In China, this is an honor reserved for first-born sons. However, when Tikki Tikki Tembo falls down a well, the honor turns into a major inconvenience.



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - P. 2 – Does anyone who a brother or sister sometimes feel like they're the favorite? Do you ever feel like the favorite?
 - P. 5 – When has someone told you not to do something, but you went and did it anyway? What happened?
 - P. 29 – Has there ever been a time when you felt like grown-ups just weren't listening? How did you get them to listen or help?
- **Recognize literary elements:**
 - Where does the story take place?
 - What kind of story is this?
 - What is the moral, or lesson from the story?
- **Use text features (illustrations):**
 - P. 15-16 – What is the meaning of this two-page illustration? Why might the children be celebrating?
 - P. 27-28 – Do you think it takes Chang a short time or a long time to reach the old man with the ladder? Why?
 - P. 33-34 – There are no words on these pages. What do they add to the story? What is going on and how can you tell?

Accuracy:

- **Use the pictures:**
 - Do the words and pictures match? What do the pictures tell us that the words don't?
- **Cross checking:**
 - Does the theme of naming in "long-ago China" match the pictures? What changes after the resolution?

Fluency:

- **Practice common sight words and high-frequency words:**

- Stop at various times and have students fill in the words. Have students read, “Tikki Tikki tembo-no sa rembo-chari bari ruchi-pip peri pembo” every time it comes up. Explain alliteration.
- **Adjust and apply different reading rates to match text:**
 - Model this strategy for students as you come across various scenes and statements in the story.

Expand Vocabulary:

- **Use pictures, illustrations, and diagrams:**
 - Ask students to study the pictures and how they match what you’re reading. Do the pictures match with the setting, theme, and pace of the story? Stop on various words and pictures, and ask for synonyms/antonyms.
- **Use Prior Knowledge and Context to Predict and Confirm Meaning**
 - Noticing the characters expressions and added effects on each page increases understanding of various terms throughout the text. Stop to ask students how characters might be feeling during certain scenes in the story.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.